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ABSTRACT

In examining the relationship between teaching experience and concerns of teachers, it has been generally assumed that the experienced teacher will be less concerned about self and more concerned about student achievement than the teaching intern. The Teacher Concerns Checklist and the Teaching Anxiety Scale submitted to Teacher Corps personnel were designed to explore the developmental progression of teacher concerns and the effect of anxiety on this progression. It was discovered that both experienced teachers and teacher interns considered student achievement their primary concern. However, the self concerns of interns were not as high as expected. In analyzing this result, it is pointed out that Teacher Corps interns are required to have a higher academic degree than most preservice teachers, and because of the nature of Teacher Corps committments, they are inclined to have more advanced concerns than other teacher trainees. A copy of the Checklist and selected items from the Teaching Anxiety Scale used in the study are appended to this report. (JD)

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A STUDY OF TEACHER CONCERNS WITHIN THE TEACHER CORPS PROGRAM

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Prepared for:

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A STUDY OF TEACHER CONCERNS WITHIN THE TEACHER CORPS PROGRAM

Overview

This paper presents initial findings on the concerns of teachers and interns in the Teacher Corps Program. The reported relationships between teaching experience, teaching anxiety, and teacher concerns are discussed and then examined in a representative sample of Teacher Corps participants. In addition, this paper investigates a practical application of the theory of teacher concerns by comparing data on the concerns of Teacher Corps interns with published data on the concerns of other teacher trainees. This comparison addresses a question of interest to Teacher Corps: Is Teacher Corps attracting to the teaching profession people with characteristics different from those who are otherwise attracted?

Context of the Study

The Teacher Corps Program is authorized by Title V of the Higher Education Act of 1965, as amended in 1976 (PL 94-482). Its purpose is:

> ...to strengthen the educational opportunities available to children in schools having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for educational personnel....

Teacher Corps has responded to this broad mandate with a program constructed around two central aims: (1) to attract a talented cadre of college graduates (Teacher Corps interns), especially those from minority groups, to the teaching profession and (2) to bring colleges and public schools together to provide practical field-based training for teachers in the kinds of school settings in which these new recruits would work.

Over time, as the educational climate in this country has changed, the emphasis of the Teacher Corps Program also has changed. For example, in the early years when there was a national effort to recruit more people into teaching to handle the growing student population, Teacher Corps emphasized a program of attracting interns. As the demand for new teachers has decreased, Teacher Corps has concentrated on providing inservice education for teachers already working in the schools. As a result, each Teacher Corps project currently trains four interns and provides inservice training for teachers.

In 1978, SRI International was commissioned by the Office of Evaluation and Dissemination, United States Office of Education, to conduct a national evaluation of the Teacher Corps Program. The 132 Teacher Corps projects funded to start in 1978 (Program 78) and 1979 (Program 79) comprise the scope of this evaluation.

As part of this evaluation, we conducted a study of Teacher Corps interns' and teachers' concerns. Many other investigators have studied how teachers change with increasing teaching experience by examining the development of teacher concerns. Of major importance are the studies conducted by Frances Fuller and her colleagues (e.g., Fuller, 1970; Fuller et al., 1974; George et al., 1974; George, 1978), in which teaching experience was found to affect the concerns of teachers. Other research (reviewed in Stayrook and Cooperstein, 1979) has suggested that additional factors, such as lack of anxiety, teacher preparation programs, age, maturity, time spent in the classroom, and early experience with children, might positively influence the progression of teacher concerns. We examined

further the effect of teaching experience and anxiety on the development of teacher concerns and then applied the developmental model to a specific target population, the Teacher Corps interns.

The Effect of Teaching Experience and Anxiety on Teacher Concerns

Background

In the late 1960s and early 1970s, Fuller and her colleagues devised various models to explain the development of teacher concerns. Fuller hypothesized that teachers progress from non-teaching concerns to concern about self (that is, about one's adequacy as a teacher), to concern about the teaching task (that is, about the duties of teaching), and to concern about impact (that is, about pupil growth and needs). It is predicted that inexperienced teachers will be most concerned about non-teaching issues, and that, with teaching experience, their most prevalent concerns will shift to concern about self, then to concern about task, and finally to concern about pupil impact. Research results on this progression have been conflicting, however. For example, contrary to the model, George (1978) found that both preservice (inexperienced) and inservice (experienced) teachers were most concerned about impacts. On the other hand, he did find that preservice teachers were more concerned about self than task, whereas the reverse was true for inservice teachers.

The developmental theory also predicts that teachers with more experience have greater concern for impact and task and fewer concerns about self than less experienced teachers. The results of research on this aspect also have been ambiguous. For example, George (1978) found that self concerns were greater for preservice than for inservice teachers, as expected; Adams et al. (1980) found that two types of self concerns (concern about pupil perceptions and concern about adult perceptions) decreased with increasing teaching experience. Also, George found greater task concerns for inservice than for preservice teachers. In contradiction to the theory,

Adams et al. found no significant effect of experience on two types of task concerns--concerns about instructional tasks and concerns about classroom discipline. George and Adams et al. found no differences between preservice and inservice teachers on academic impact concerns. In addition, Adams et al. found that teacher concerns for students' general well-being within the school environment actually decreased with teaching experience.

In general, predictions from the model have been supported for self and task concerns. However, the evidence has been more conflicting with respect to impact concerns.*

The ambiguous research results may be at least partially explained by the hypothesized relationship between teacher concerns and teaching anxiety. For example, Kramlich (1978) found that high anxiety levels were related to low impact concerns. Anxiety was also related to high self and task concerns. Kramlich hypothesized that a high level of anxiety inhibits the progression toward concern about pupil impact.

Based on the research reported by Fuller, Kramlich, and others, this paper uses data from Teacher Corps participants to examine hypotheses about the developmental progression of teacher concerns and the effect of anxiety on this progression.

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*Contrary to the model, less experienced teachers have tended to be highly concerned about their influence on student academic learning (impacts), both relative to their concerns about other areas and relative to groups with more teaching experience. One explanation is that inexperienced people might tend to show idealistic impact concerns, whereas more experienced teachers might express realistic impact concerns (George, 1978). Another explanation is that the developmental theory of the progression of concerns was mainly derived using interviews and open-ended questions; more experienced teachers may spontaneously report more impact concerns than less experienced teachers in an interview, but with a checklist format (as has been done in recent studies) social desirability factors may induce all respondents to exhibit high impact concerns. At present, this issue remains problematic.

Method and Instrumentation

A group of teachers and interns was selected for study from a nationally representative sample of 30 Teacher Corps projects (20 Program 78 and 10 Program 79). Within each project, 6 teachers were chosen from each of four participating schools (therefore, 24 teachers from each project), generally two elementary schools, one middle school, and one high school. Of the six teachers from each school, two with little teaching experience (0 to 2 years), two with a moderate amount of teaching experience (3 to 10 years), and two with a high degree of teaching experience (more than 10 years) were selected. Ethnicity and subject matter specialty were used as secondary selection criteria. The sample also consisted of all the interns in the 20 Program 78 Teacher Corps projects.* Because each project had 4 interns, 80 interns were involved. Thus, this study investigated four levels of teaching experience: interns and low-, medium-, and high-experience teachers.

The instrumentation for this study consisted of a questionnaire, mailed to interns and teachers during the spring of 1980.+ Upon completion, the questionnaires were returned directly to SRI. Teachers, but not interns, received an honorarium of $10 for completing the questionnaires. Of the 505 questionnaires sent to teachers, 326 (65%) were analyzed for this paper (low

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*At the time of data collection, interns had not been selected in the Program 79 projects.

+In spring 1980, the Program 79 projects were nearing the end of their planning year and the Program 78 projects were completing their first operational year. Thus, the interns (Program 78) had almost completed their first year in the Teacher Corps training program.

experience: 80; medium experience: 126; high experience: 120); of the 80 sent to interns, 64 (80%) were analyzed*.

Data for this paper were drawn from two sections of the questionnaire. One section (see Appendix A) was the 56-item Teacher Concerns Checklist developed by Fuller and her colleagues (George et al., 1974; George, 1978) to assess the concerns of preservice and inservice teachers. Respondents rated various concerns about teaching on a 5-point scale: "not concerned at all," "slightly concerned," "moderately concerned," "very concerned," and "extremely concerned." The instructions stated that something was of high concern "if you think about it often and would like to do something about it."

Another section (see Appendix B) consisted of 10 selected items from the Teaching Anxiety Scale (Parsons, 1973), developed to measure anxiety in the teaching situation. The scale includes items measuring emotional responses to the teaching situation and attitudes toward the teaching profession. Respondents indicated on a 5-point scale how often they felt a particular anxiety ("never," "infrequently," "occasionally," "frequently," and "always").

From the items about teacher concerns, three scale scores (self, task, and impact) were constructed, using the items recommended by George (1978), by averaging the responses to the five items constituting each scale. Exhibit 1 lists the items in each scale. From the items about anxiety, one scale was created by averaging the 10 items on the questionnaire. For these scales, a high score indicated considerable concern or anxiety.

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*These numbers reflect the interns and teachers who responded to specific sections of the questionnaire as well as those teachers on whom we had information concerning their amount of teaching experience. For these reasons, the number of questionnaires analyzed for this paper is less than the number of respondents to the total questionnaire.

Exhibit 1

ITEMS IN THE CONCERNS SCALES FROM GEORGE (1978)

Items in Self Scale

Doing well when a supervisor is present
Feeling more adequate as a teacher
Being accepted and respected by professional persons
Getting a favorable evaluation of my teaching
Maintaining the appropriate degree of class control

Items in Task Scale

Lack of instructional materials
Feeling under pressure too much of the time
Working with too many students each day
Too many noninstructional duties
The routine and inflexibility of the situation

Items in Pupil Impact Scale

Meeting the needs of different kinds of students
Diagnosing student learning problems
Challenging unmotivated students
Guiding students toward intellectual and emotional growth
Whether each student is getting what he [or she] needs

Results

Areas of High and Low Concern for Interns and Teachers

On the basis of previous research, we expected that both teachers and interns would express the most concern about pupil impact. In addition, we expected that people with little teaching experience (interns and low experience teachers) would express more concern about self than task and that more experienced teachers would express more concern about task than self.

Table 1 presents the mean concern scale scores for interns and for teachers with little, medium, and high amounts of teaching experience. As expected, people at all experience levels expressed the most concern with pupil impact. The mean level of response was between 4 ("very concerned") and 5 ("extremely concerned") on the 5-point scale.

Also as expected, concerns about self were higher than concerns about task for both interns and teachers with little experience. Although this ordering was not reversed for the more experienced teachers, teachers with medium and high experience were almost equally concerned about self and task. For all respondents, the level of concern for self and task averaged at about the midpoint of the 5-point scale, "moderately concerned."

Table 1

MEAN LEVEL OF CONCERNS OF TEACHERS AND INTERNS

		Teachers*		
Concern	Interns	Little Experience	Medium Experience	High Experience
Self	3.12	3.32	3.13	3.18
Task	2.86	2.92	3.15	3.19
Impact	4.24	4.22	4.16	4.21

*In this and subsequent tables, the experience levels are as follows: little, 0 to 2 years; medium, 3 to 10 years; and high, more than 10 years.

We also examined specific items of concern to teachers and interns. The following areas were of little concern to all respondents:

- Being asked personal questions by my students
- Becoming too personally involved with students
- Acceptance as a friend by students
- Whether the students really like me or not.

These are concerns about self and relate particularly to personal relationships with pupils.

The highest concerns of teachers and interns were about pupil needs and impacts. For interns, the three most highly rated concerns were:

- Meeting the needs of different kinds of students
- Increasing students' feelings of accomplishment
- Whether each student is getting what he [or she] needs.

Teachers of all experience levels were most highly concerned with:

- Increasing students' feelings of accomplishment
- Whether students are learning what they should
- Motivating students to study
- Instilling worthwhile concepts and values
- Insuring that students grasp subject matter fundamentals.

Levels of Concerns of Interns and of Teachers with Varying Degrees of Teaching Experience

The developmental model of concerns suggests that:

- Self concerns are lower as people gain teaching experience
- Impact concerns are higher as people gain teaching experience
- Task concerns are higher as people gain teaching experience, although these concerns might decrease at the highest experience levels.

The expected developmental progressions for concerns about self and impact were not confirmed (Table 1); neither scale showed a significant change related to teaching experience. However, as predicted, task concerns did increase with teaching experience ($F_{3,375} = 3.06$, $p < .05$). The change in the level of task concern is fairly large (about a third of a point on the 5-point scale).

Relationship of Teaching Anxiety to Teacher Concerns

Table 2 presents the mean levels of teaching anxiety for interns and for teachers with varying levels of teaching experience. Overall, the mean level of teaching anxiety was just over 2 ("infrequently") on the 5-point scale. Teaching anxiety decreased with increasing teaching experience ($F_{3,371} = 2.24$, $p < .10$).

For further analyses, interns and teachers were pooled and then divided into high-, medium-, and low-anxiety groups of approximately equal size. The three groups were:

Table 2

MEAN LEVEL OF TEACHING ANXIETY
OF TEACHERS AND INTERNS

Level of Experience	Mean Teaching Anxiety
Intern	2.18
Teacher	
Little experience	2.13
Medium experience	2.06
High experience	2.00

- Low anxiety: Anxiety scores of less than 1.9
- Medium anxiety: Anxiety scores of between 1.9 and 2.2, inclusive
- High anxiety: Anxiety scores greater than 2.2.

Table 3 presents the mean self, task, and impact scores according to teaching experience and anxiety levels. Previous research had suggested that self and task concerns increase and that impact concerns decrease with increasing anxiety. This hypothesis is supported: Self and task concerns increased with increasing anxiety (self, $F_{2,353} = 10.24$, $p < .01$; task $F_{2,354} = 4.23$, $p < .05$). Although the change was not significant for impact concerns ($F_{2,360} = 1.86$, ns), the means are in the expected direction.

Summary

Overall, the data on the ordering of concerns support the literature on the development of concerns. Both teachers and interns were most concerned about pupil impact. As expected, people without much teaching experience were more concerned about self than task, whereas these concerns were nearly equal for teachers with more experience. The hypotheses about the effects of teaching experience on concerns are weakly supported. Task concerns increased with teaching experience, but neither the self nor impact scales showed the expected changes with teaching experience. Of these results, the major inconsistency with past literature is that the self concerns of interns were not as high as expected; this will be explored in depth in the next section of this paper.

Relative to teaching anxiety, high levels of anxiety seem to be related to higher self and task concerns. However, high levels of anxiety do not seem to inhibit the progression toward high impact concerns, perhaps because the impact concerns of all the respondents were very high.

Table 3

MEAN CONCERN LEVELS OF INTERNS AND OF TEACHERS WITH VARYING DEGREES OF TEACHING EXPERIENCE AND ANXIETY

		Teachers			
	Interns	Little Exp.	Med. Exp.	High Exp.	Overall Intern and Teacher Mean
Self concerns					
Low anxiety	2.84	3.30	2.76	2.84	2.90
Medium anxiety	3.39	3.20	3.24	3.22	3.25
High anxiety	3.14	3.50	3.38	3.46	3.37
Overall concern mean*	3.12	3.33	3.14	3.15	
Task concerns					
Low anxiety	2.56	2.89	2.94	3.03	2.91
Medium anxiety	3.19	2.69	3.16	3.16	3.05
High anxiety	2.87	3.11	3.32	3.38	3.20
Overall concern mean*	2.86	2.90	3.15	3.18	
Impact concerns					
Low anxiety	4.16	4.34	4.12	4.40	4.27
Medium anxiety	4.56	4.16	4.16	4.11	4.20
High anxiety	4.10	4.19	4.17	4.04	4.12
Overall concern mean*	4.23	4.23	4.15	4.21	

*Note: The overall concern means may be slightly different from those reported in Table 1 because of listwise deletion of missing cases.

Characteristics of Teacher Corps Interns

Background

The Teacher Corps strategy of training interns as part of fulfilling its legislative mandate is a major issue in the Teacher Corps Program. Given the nationwide surplus of teachers, the wisdom of continuing to expend limited Teacher Corps resources on intern training is being questioned. An argument for retaining the intern strategy is that people who choose to participate in it have different characteristics from those who select the traditional teacher training path and, by virtue of those characteristics, may become better teachers.

There is some evidence that interns may be different from other teacher trainees. For example, according to the Teacher Corps Rules and Regulations, an intern is:

> ...a person recruited to serve in a Teacher Corps project who has a bachelors degree or its equivalent, with or without a teaching certificate, but who has not had full-time paid teaching experience. (172.3*)

By requiring a bachelor's degree, Teacher Corps is a priori recruiting a group of people who are more highly educated than preservice teachers nationally and might often be older and more experienced.

Corwin (1973), studying a group of Teacher Corps interns in 1968-1969, also presented evidence that the Teacher Corps intern strategy was

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*Section 172.3 does state that if an insufficient number of intern candidates have a bachelor's degree, the requirement can be waived.

attracting different types of people into the teaching profession. Comparing Teacher Corps interns with regular graduate students in education, new teachers, and veteran teachers, he reported that interns had a higher regard for the welfare of students and had had more experience in assisting impoverished people before joining Teacher Corps. In addition, more than half of the interns stated that their primary reason for joining Teacher Corps was their desire to help improve the condition of the disadvantaged.

Cooperstein (1981), studying the Teacher Corps interns in 1980, also presented evidence that the interns were different from other preservice or beginning teachers. For example, the interns tended to be older and more highly educated when they entered the teaching profession. Although not all the differences were statistically significant, compared with other preservice teachers or beginning teachers, the interns also---

- Decided to become teachers later in life
- Had more experience with children before deciding to become teachers.
- Were motivated to become teachers less by external factors than by their liking of children, their perception of teaching as rewarding, and their concern with the goals of schooling.

To shed light on the question of whether the interns, by virtue of any differences, will become better teachers than those choosing to become teachers through the more traditional path, the research on the development of teacher concerns can be applied to the specific population of Teacher Corps interns. Research suggests that more advanced concerns, such as concerns about pupil impact, may relate to more effective teaching (cf., Fuller et al., 1974). In addition, there is evidence (reviewed in Stayrook and Cooperstein, 1979) that the advancement of teacher concerns beyond self concerns is related to characteristics shared by Teacher Corps interns (e.g., age, maturity, early experience with children) as well as with factors common to most Teacher Corps internships (e.g., early and lengthy exposure to classroom situations). Thus, focusing on Teacher Corps interns,

this section examines the relationship between teacher training programs and teacher concerns. In particular, it examines the expectation that Teacher Corps interns would be less concerned about self and more concerned about impact than other trainees at the same stage in their teaching careers.

Method and Instrumentation

The questionnaires described earlier were the primary source of data. The concerns of the Teacher Corps interns were compared with those of two other teacher trainee populations. The first was a group of 335 undergraduate education majors at the University of Texas at Austin, Texas A&I at Laredo, and Middle Tennessee State University, studied by George (1978) in 1973. The second was a group of 112 student teachers at Western Kentucky University, studied by Adams et al. (1980) in 1977-1979.

Concern scales identical to those used by George and Adams et al. were constructed. The scales used by George were described in the preceding section (Exhibit 1); these are the self, task, and impact scales. Adams et al. used six scales to represent teacher concerns--two self scales (concern about pupil perceptions and concern about adult perceptions), two task scales (concern about instructional tasks and concern about classroom discipline), and two impact scales (concern about academic impact and concern about environmental impact). Exhibit 2 lists items comprising the scales of Adams and his co-workers.

Exhibit 2

ITEMS IN THE CONCERNS SUBSCALES FROM ADAMS ET AL. (1980)

Self Concerns

Items in Pupil Self Scale

Whether the students really like me or not
Acceptance as a friend by students
How students feel about me

Items in Adult Self Scale

Doing well when a supervisor is present
Getting a favorable evaluation of my teaching
Being accepted and respected by professional persons

Task Concerns

Items in Instructional Task Scale

Feeling under pressure too much of the time
The routine and inflexibility of the situation
Becoming too personally involved with students
Working with too many students each day
Lack of academic freedom

Items in Classroom Discipline Scale

Lack of respect of some students
Maintaining the appropriate degree of class control
The values and attitudes of the current generation
Students who disrupt class

Exhibit 2 (cont'd.)

Pupil Impact Concerns

Items in Academic Impact Scale*

Meeting the needs of different kinds of students
Diagnosing student learning problems
Challenging unmotivated students
Guiding students toward intellectual and emotional growth
Whether each student is getting what he [or she] needs

Items in Environmental Impact Scale

Student health and nutrition problems that affect learning
The psychological climate of the school
Chronic absence and dropping out of students
Student use of drugs

*Same as George's (1978) impact scale.

Results

Table 4 presents the mean concern levels of the interns and the other teacher trainees studied by George (1978) and Adams et. al. (1980). Compared with George's subjects, as expected, the Teacher Corps interns were significantly less concerned about their adequacy as teachers than George's teacher trainees ($t_{395} = 2.63$, $p < .01$). However, there were no differences on the task or impact scales.

Consistent with these results, Teacher Corps interns were significantly less concerned than other teacher trainees about pupil and adult perceptions of self, as reported by Adams et al. (pupil perceptions, $t_{174} = 4.20$, $p < .01$; adult perceptions, $t_{174} = 3.17$, $p < .01$). In addition, the interns were significantly more concerned about instructional tasks ($t_{174} = 2.08$, $p < .05$) and environmental impact ($t_{175} = 2.00$, $p < .05$), but no differences were evident in concerns about classroom discipline and academic impact.

Summary

Thus, Teacher Corps interns may have more advanced concerns than other teacher trainees. This may account for the finding (reported in the first section of this paper) that the self concerns of interns were not as high as expected. The effect of the Teacher Corps Program can be due to the recruitment strategy used and/or the innovative training programs offered in the program. Although separating out these factors in this study is not possible, an application of the developmental model of teacher concerns to the Teacher Corps Program offers some evidence that the internship strategy may lead to some positive outcomes.

Table 4

COMPARISON OF THE MEAN LEVEL OF CONCERN OF TEACHER CORPS INTERNS AND OTHER TEACHER TRAINEES

Concern Scale	Interns		Other Trainees
George (1978)			
Self	3.12	**	3.40
Task	2.86		2.74
Impact	4.24		4.17
Adams et al. (1980)			
Self Concerns			
Pupil self	2.52	**	3.13
Adult self	3.02	**	3.48
Task Concerns			
Instructional task	2.76	*	2.48
Classroom discipline	3.43		3.58
Pupil Impact Concerns			
Academic impact	4.24		4.13
Environmental impact	3.64	*	3.32

** $p < .01$

* $p < .05$

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Appendix A

TEACHER CONCERNS CHECKLIST

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SECTION 4
TEACHING CONCERNS

THE FOLLOWING CHECKLIST IS DESIGNED TO EXPLORE WHAT SCHOOL PERSONNEL AND OTHER TEACHER CORPS PERSONNEL ARE CONCERNED ABOUT. THERE ARE, OF COURSE, NO RIGHT OR WRONG ANSWERS: EACH PERSON HAS HIS OR HER OWN CONCERNS.

FOR THE PURPOSES OF THIS CHECKLIST, PLEASE CONSIDER YOURSELF CONCERNED ABOUT SOMETHING IF *YOU THINK ABOUT IT OFTEN AND WOULD LIKE TO DO SOMETHING ABOUT IT.*

PLEASE READ EACH ITEM CAREFULLY AND RESPOND BY CIRCLING THE APPROPRIATE NUMBER TO THE LEFT OF THE ITEM. PLEASE RESPOND TO EVERY ITEM.

When you think about your teaching, to what extent are you concerned about each of the following:

		Not concerned at all	Slightly concerned	Moderately concerned	Very concerned	Extremely concerned
4.1	Lack of respect of some students.	1	2	3	4	5
4.2	Standards and regulations set for teachers.	1	2	3	4	5
4.3	Selecting and teaching content well.	1	2	3	4	5
4.4	The mandated curriculum is not appropriate for all students.	1	2	3	4	5
4.5	Whether students are learning what they should.	1	2	3	4	5
4.6	Whether the students really like me or not.	1	2	3	4	5
4.7	Increasing students' feelings of accomplishment.	1	2	3	4	5
4.8	The nature and quality of instructional materials.	1	2	3	4	5
4.9	Where I stand as a teacher.	1	2	3	4	5
4.10	Motivating students to study.	1	2	3	4	5
4.11	Working productively with other teachers.	1	2	3	4	5
4.12	Lack of instructional materials.	1	2	3	4	5
4.13	Rapid rate of curriculum and instructional change.	1	2	3	4	5
4.14	Feeling under pressure too much of the time.	1	2	3	4	5
4.15	The routine and inflexibility of the situation.	1	2	3	4	5

4. Teaching Concerns (Continued)

When you think about your teaching, to what extent are you concerned about each of the following:

(YOU ARE CONCERNED ABOUT SOMETHING IF YOU THINK ABOUT IF OFTEN AND WOULD LIKE TO DO SOMETHING ABOUT IT.)

		Not concerned at all	Slightly concerned	Moderately concerned	Very concerned	Extremely concerned
4.16	Becoming too personally involved with students.	1	2	3	4	5
4.17	Maintaining the appropriate degree of class control.	1	2	3	4	5
4.18	Acceptance as a friend by students.	1	2	3	4	5
4.19	Understanding the principal's policies.	1	2	3	4	5
4.20	The wide range of student achievement.	1	2	3	4	5
4.21	Doing well when a supervisor is present.	1	2	3	4	5
4.22	Meeting the needs of different kinds of students.	1	2	3	4	5
4.23	Being fair and impartial.	1	2	3	4	5
4.24	Diagnosing student learning problems.	1	2	3	4	5
4.25	Getting a favorable evaluation of my teaching.	1	2	3	4	5
4.26	Being asked personal questions by my students.	1	2	3	4	5
4.27	Too many noninstructional duties.	1	2	3	4	5
4.28	Insuring that students grasp subject matter fundamentals.	1	2	3	4	5
4.29	Working with too many students each day.	1	2	3	4	5
4.30	Challenging unmotivated students.	1	2	3	4	5
4.31	The values and attitudes of the current generation.	1	2	3	4	5
4.32	Adapting myself to the needs of different students.	1	2	3	4	5
4.33	Whether students can apply what they learn.	1	2	3	4	5
4.34	Understanding the philosophy of the school.	1	2	3	4	5
4.35	Students who disrupt classes.	1	2	3	4	5
4.36	Instilling worthwhile concepts and values.	1	2	3	4	5

4. Teaching Concerns (Concluded)

When you think about your teaching, to what extent are you concerned about each of the following:

(YOU ARE CONCERNED ABOUT SOMETHING IF YOU THINK ABOUT IF OFTEN AND WOULD LIKE TO DO SOMETHING ABOUT IT.)

		Not concerned at all	Slightly concerned	Moderately concerned	Very concerned	Extremely concerned
4.37	How students feel about me.	1	2	3	4	5
4.38	Student health and nutrition problems that affect learning.	1	2	3	4	5
4.39	The psychological climate of the school.	1	2	3	4	5
4.40	Clarifying the limits of my authority and responsibility.	1	2	3	4	5
4.41	Assessing and reporting student progress.	1	2	3	4	5
4.42	Chronic absence and dropping out of students.	1	2	3	4	5
4.43	Lack of academic freedom.	1	2	3	4	5
4.44	Teaching required content to students of varied background.	1	2	3	4	5
4.45	Student use of drugs.	1	2	3	4	5
4.46	Feeling more adequate as a teacher.	1	2	3	4	5
4.47	Guiding students toward intellectual and emotional growth.	1	2	3	4	5
4.48	Being accepted and respected by professional persons.	1	2	3	4	5
4.49	Adequately presenting all of the required material.	1	2	3	4	5
4.50	Slow progress of certain students.	1	2	3	4	5
4.51	My ability to present ideas to the class.	1	2	3	4	5
4.52	Helping students to value learning.	1	2	3	4	5
4.53	Whether each student is getting what he needs.	1	2	3	4	5
4.54	Increasing my proficiency in content.	1	2	3	4	5
4.55	Recognizing the social and emotional needs of students.	1	2	3	4	5
4.56	The wide diversity of student ethnic and socioeconomic backgrounds.	1	2	3	4	5

Appendix B

SELECTED ITEMS FROM THE TEACHING ANXIETY SCALE

SECTION 5
TEACHING ANXIETY SCALE

THE FOLLOWING ITEMS RELATE TO YOUR FEELINGS ABOUT YOURSELF AS A TEACHER. PLEASE READ EACH QUESTION CAREFULLY AND ANSWER *EVERY* ONE, EVEN IF IT SEEMS VAGUE OR DIFFICULT TO ANSWER. CIRCLE ONLY ONE NUMBER OF EACH ITEM.

		Never	Infre-quently	Occasion-ally	Frequently	Always
5.1	I feel calm and collected when I think about holding parent-teacher conferences.	1	2	3	4	5
5.2	I'm worried whether I am a good teacher.	1	2	3	4	5
5.3	I would feel calm and collected if a student's parent observed in my classroom.	1	2	3	4	5
5.4	I feel secure with regard to my ability to keep a class under control.	1	2	3	4	5
5.5	I'm less happy teaching than I thought I'd be.	1	2	3	4	5
5.6	I feel confident about my ability to improvise in the classroom.	1	2	3	4	5
5.7	I feel other teachers think I'm very competent.	1	2	3	4	5
5.8	I worry about being able to keep the students interested in what I teach them.	1	2	3	4	5
5.9	Deciding how to present information in the classroom makes me feel uncertain.	1	2	3	4	5
5.10	I feel I have good recall of the things I know when I am in front of the class.	1	2	3	4	5